

Testing or Assessment

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Teaching

Message Design

Instructional Design

Project Management

Research

Visual Literacy

Complexity Theory

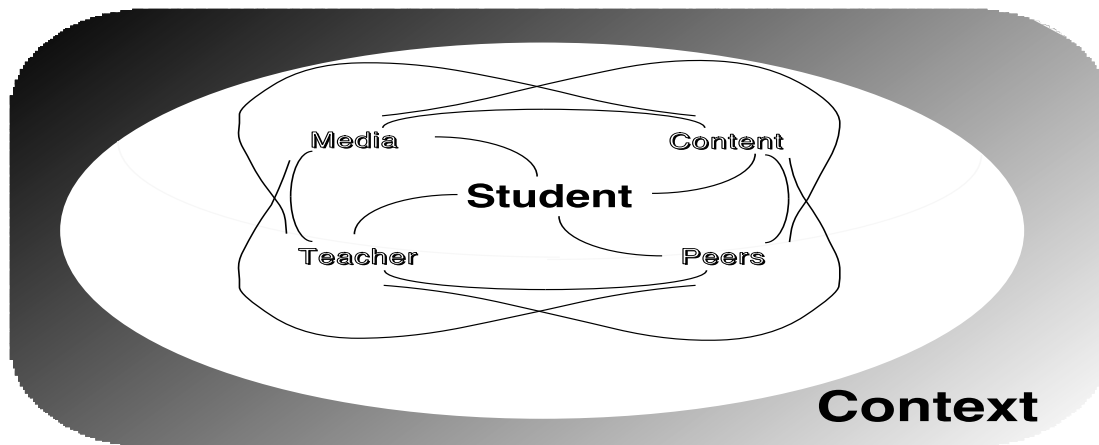
Process Models

Service

Associate Department Head

Executive Strategic Planning

International Partnerships



Purpose

Examine the fundamental differences between assessment and evaluation.



Expectations

What is the one thing that you hope to learn during this session?

Expectations

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<https://qrgo.page.link/pDssX>



Introduction

1. Test means . . .
2. Assessment means . . .

Introduction

1. Test means . . .
2. Assessment means . . .

<https://qrgo.page.link/qmGRK>



Assumptions

Assumptions #1

Good teachers know their teaching philosophy.

Hierarchy of Consciousness

Construct	Definition	Attributes
Model	<i>Doing.</i> An explicit representation of a reality.	<ul style="list-style-type: none"> a. Scalable. b. Varies the levels of generality. c. Manifests a set of propositions. d. Prescribes relationships. e. The greater the fidelity between application and supporting theory, the higher the relative level of generality.
Paradigm	<i>Describing.</i> A conceptual pattern or example that verbally or visually describes recurring features of a reality.	<ul style="list-style-type: none"> a. Basis or referent for action. b. Illustrates fundamental interrelationships. c. Allows for variation in the way reality is modeled. d. Facilitates replication of a fundamental concept.
Theory	<i>Interpreting.</i> A way to interpret a set of organized principles.	<ul style="list-style-type: none"> a. Ability to generate hypotheses; and make predictions. b. Based on empirical evidence or opinion, thought, observation, and supposition.
Concept	<i>Scheming.</i> A phenomenon that is conceived in the mind, such as a thought, notion and idea.	<ul style="list-style-type: none"> a. Provides conceptual explanations formed by philosophical arguments. c. Covert, idiosyncratic and socially constructed. b. Explains observable phenomena.
Philosophy	<i>Rationalizing.</i> Arguments posited in the search for truth through logical reasoning within an individual [or community] rationalize.	<ul style="list-style-type: none"> a. Uses precise terminology, analytical statements and narrative to illustrate conditions of an argument. b. Characterized as <ul style="list-style-type: none"> a. <i>Ethical</i>: System of values governing conduct and expressions of moral approval. b. <i>Epistemological</i>: System of belief and its relationship to the study of knowledge, and its extent. c. <i>Metaphysical</i>: System of relating to a reality beyond information that is perceptible to the senses.
Phenomenology	<i>Knowing.</i> Study of the development of human conscience, and self-awareness.	<ul style="list-style-type: none"> 1. Based on human perceptions about the universe. 2. Expressed as units of life experiences. 3. Motivation for human action. 4. Based on perceived or perceivable events.

Teaching Philosophy

Teaching facilitates student independence.



Teacher Dependent

Teacher Independent

Your Teaching Philosophy

What is your teaching philosophy?

Assumptions #2

Yes, we should teach to the test.

Teaching to the Test

A closer examination of the phrase 'teach to the test'

Test

1. a procedure intended to establish the quality, performance, or reliability of something, especially before it is taken into widespread use
2. a short written or spoken examination of a person's proficiency or knowledge
3. an event or situation that reveals the strength or quality of someone or something by putting them under strain

Teach to the Test

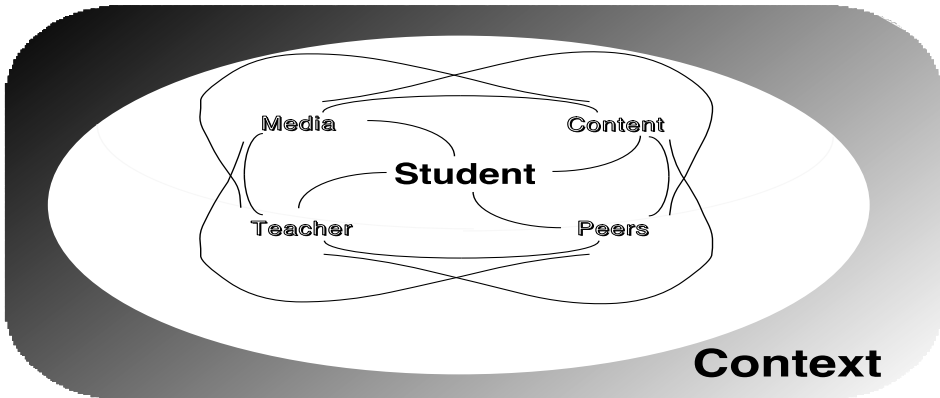
1. Continue to focus on measurable outcomes
2. Design learning opportunities that have a high fidelity between learning spaces and external environments

Effective Tests

Move a student through **learning spaces** that approach congruency with a corresponding **performance space**, thereby, increasing the fidelity between the learning space and the performance space.

Learning Space

Several participating entities all interacting within a discrete period of time while moving toward a common instructional goal.



Student




Content

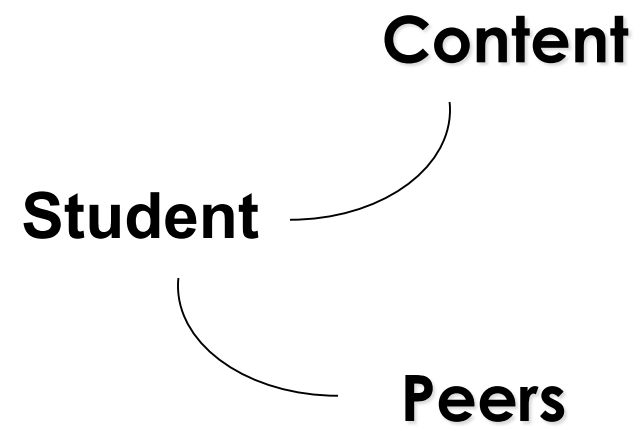
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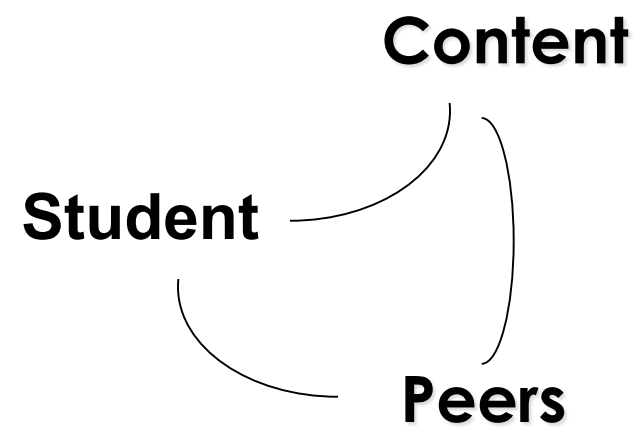
Student

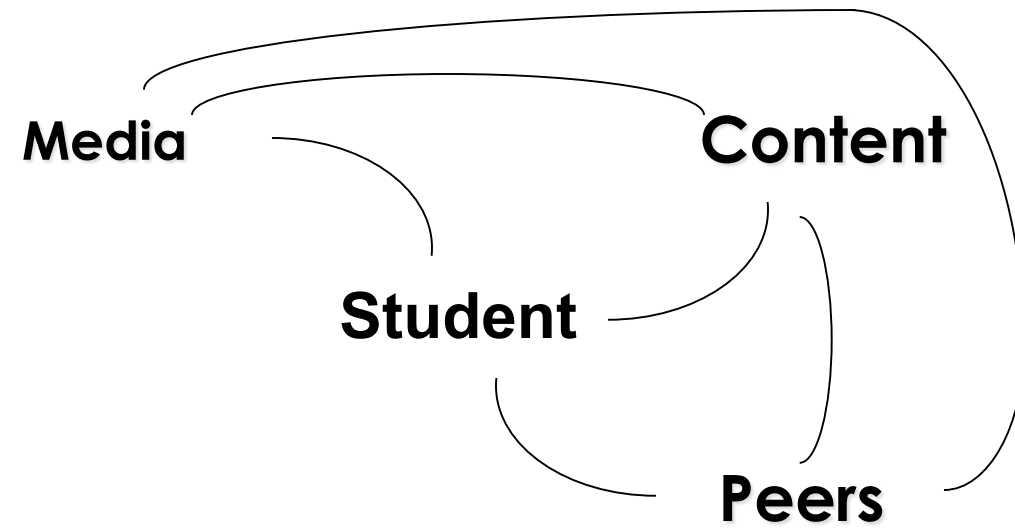

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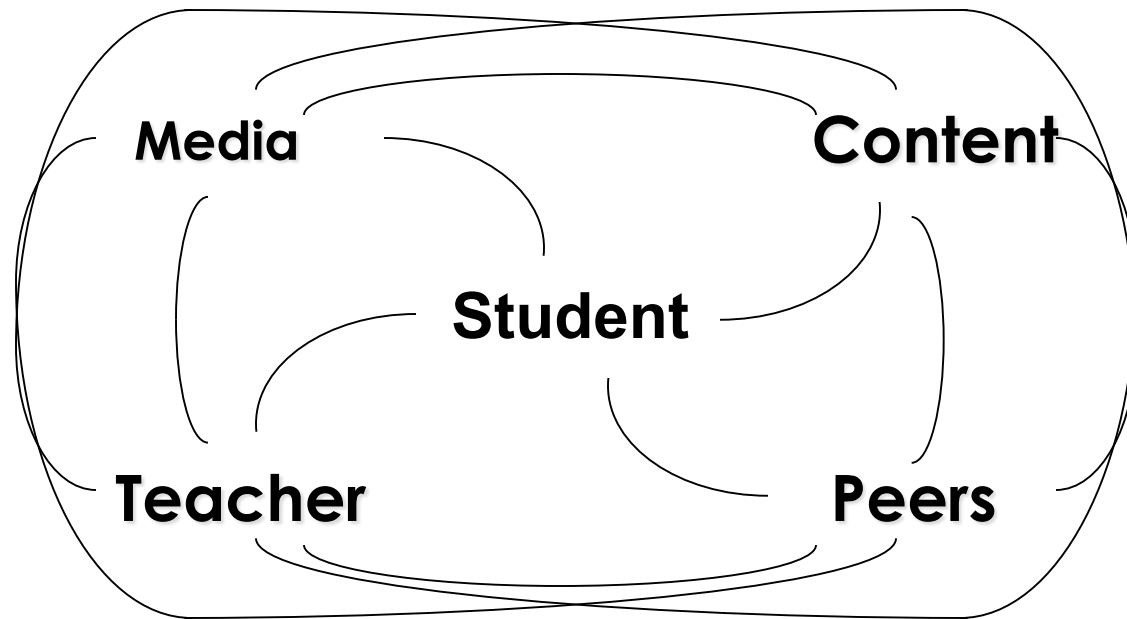
Student **Content**

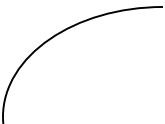





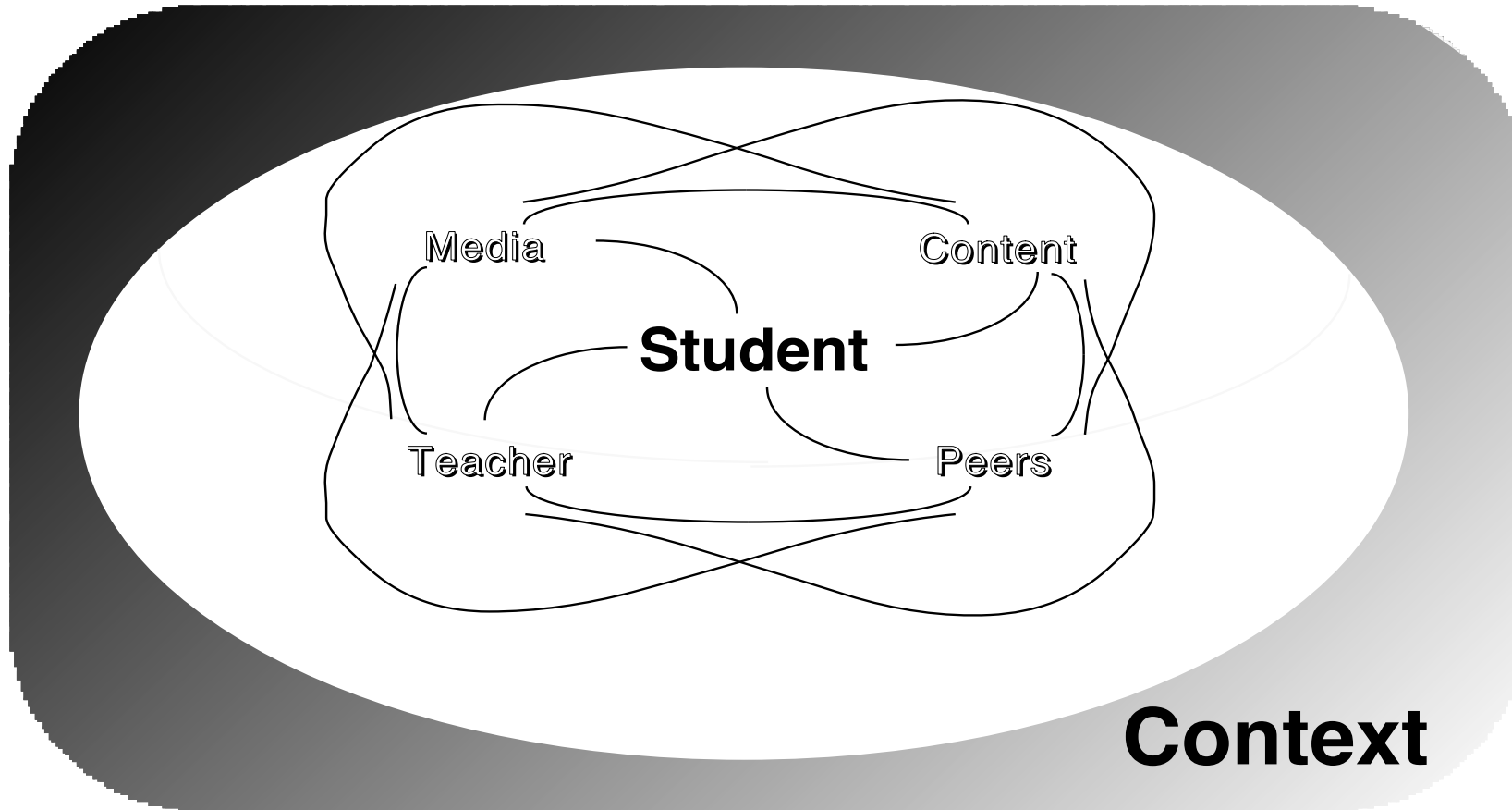




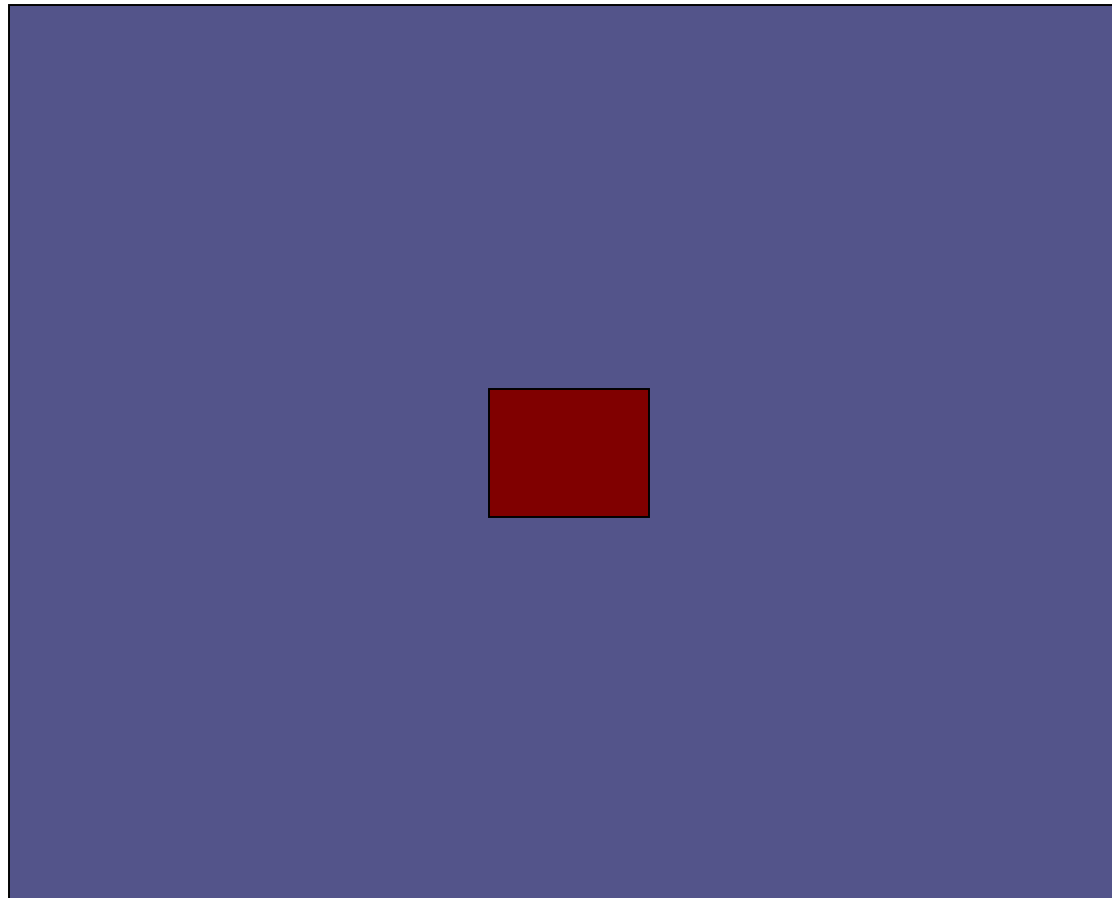




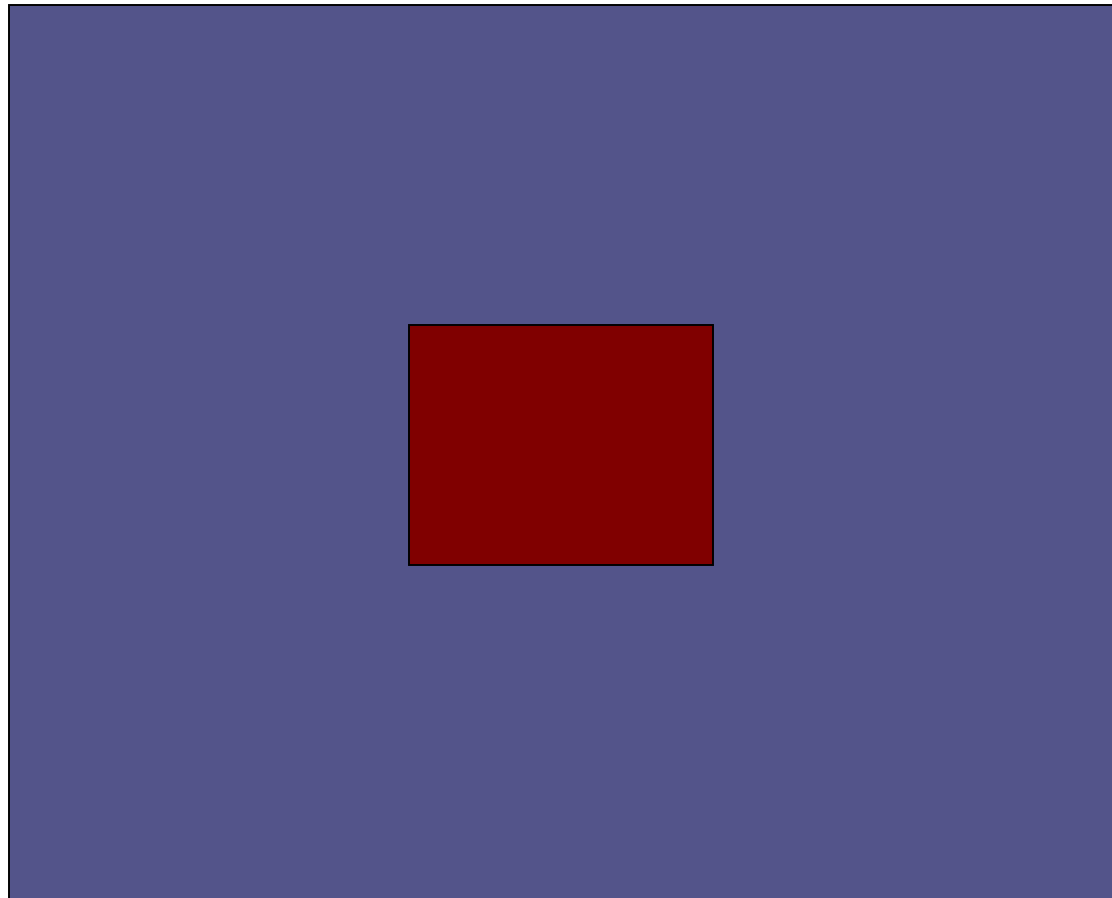
Teacher **Student**



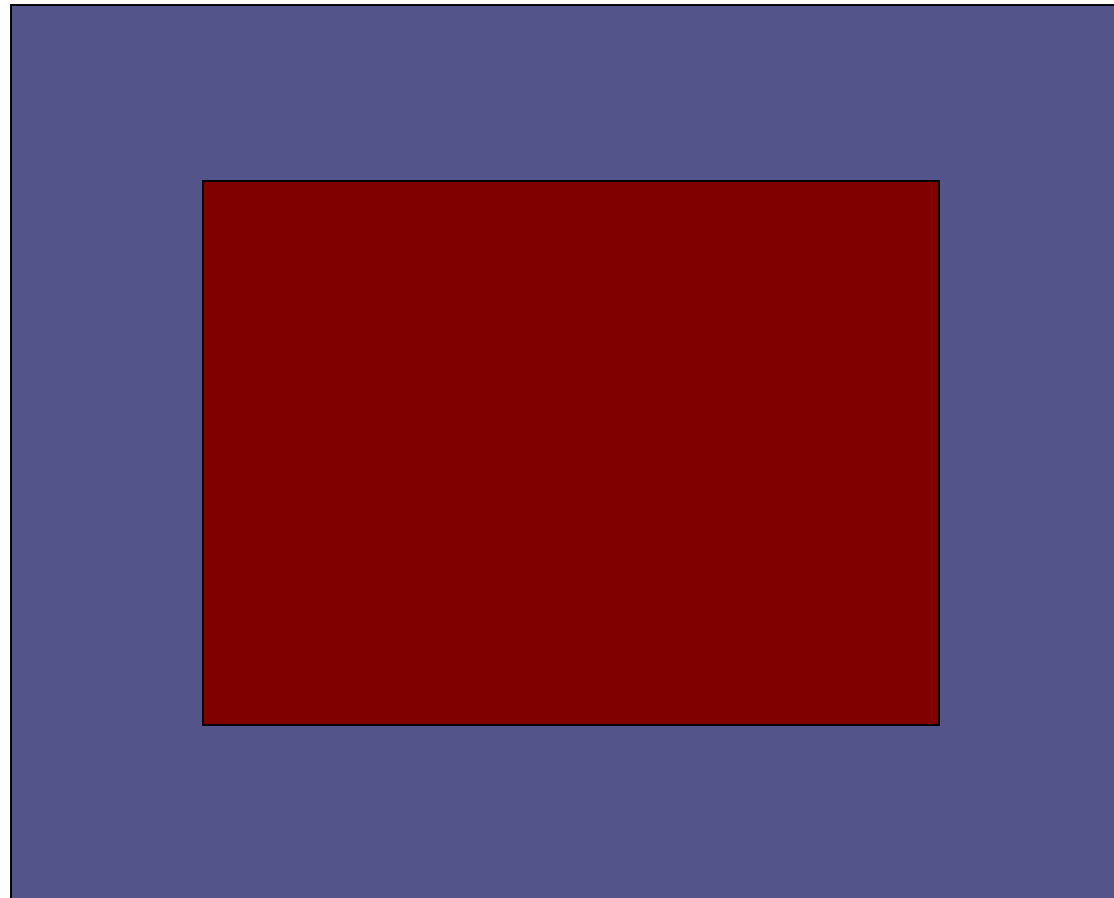
Learning Space --> Performance Space



Learning Space --> Performance Space



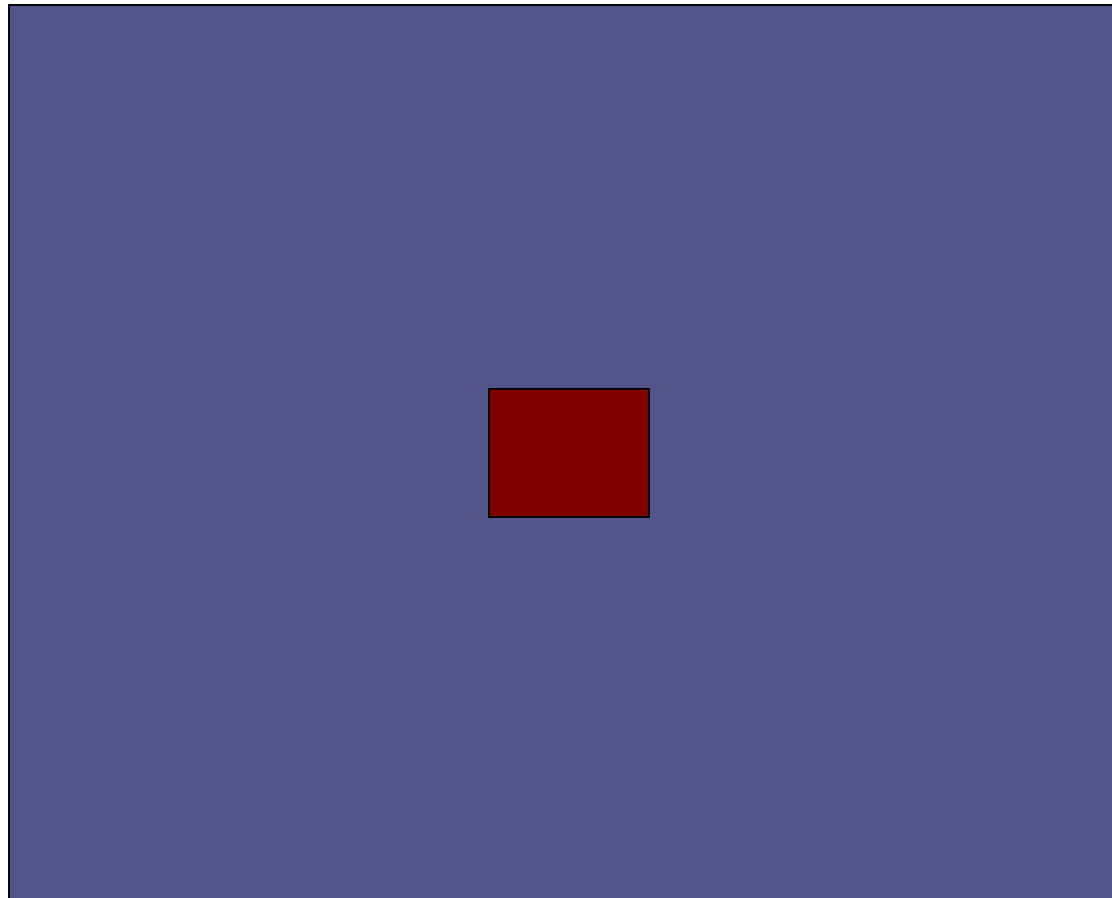
Learning Space --> Performance Space



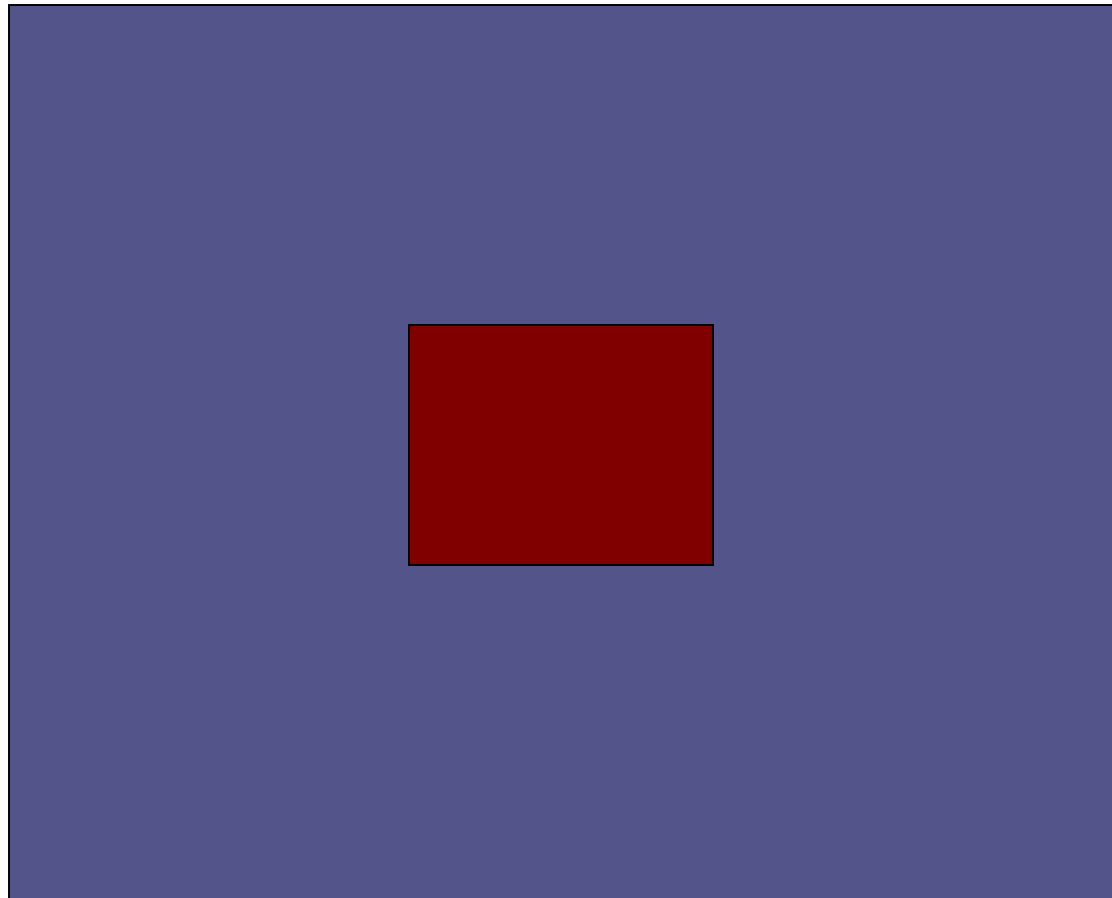
Learning Space --> Performance Space



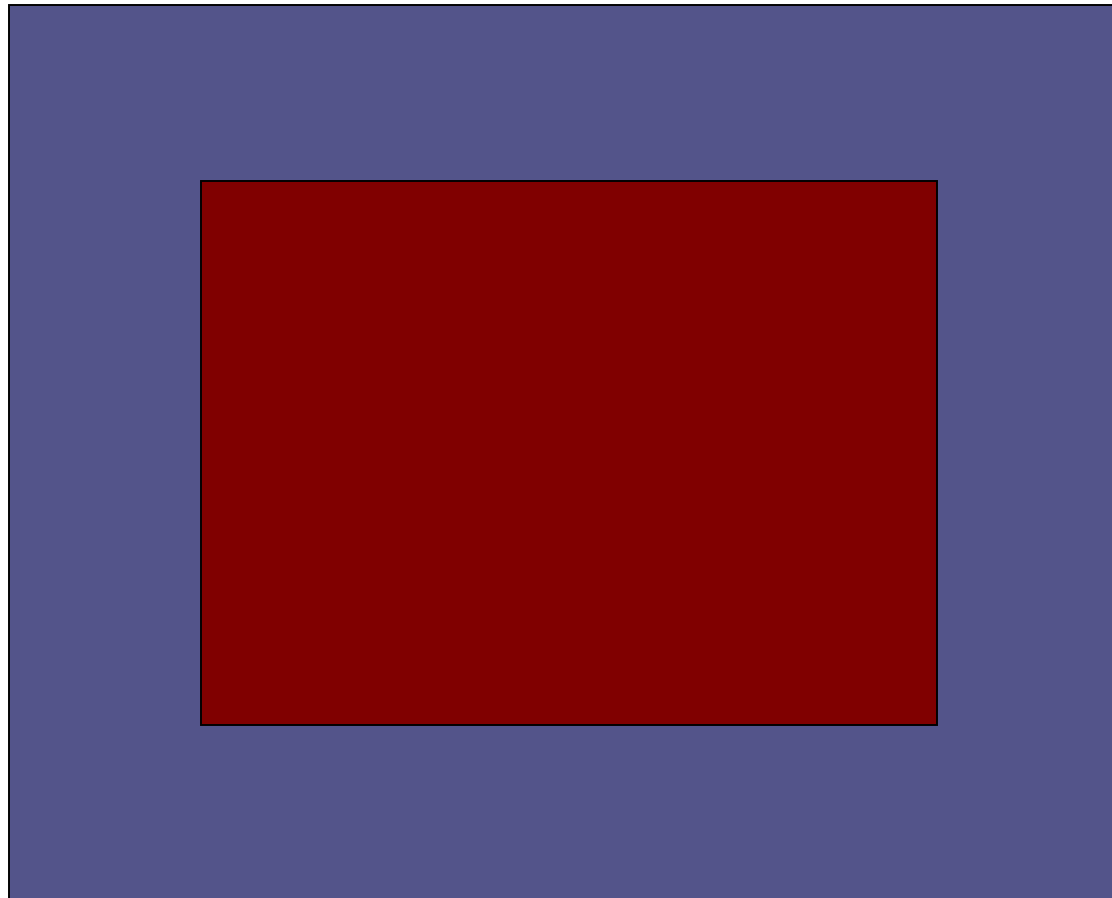
Teaching --> The Test



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Teaching --> The Test

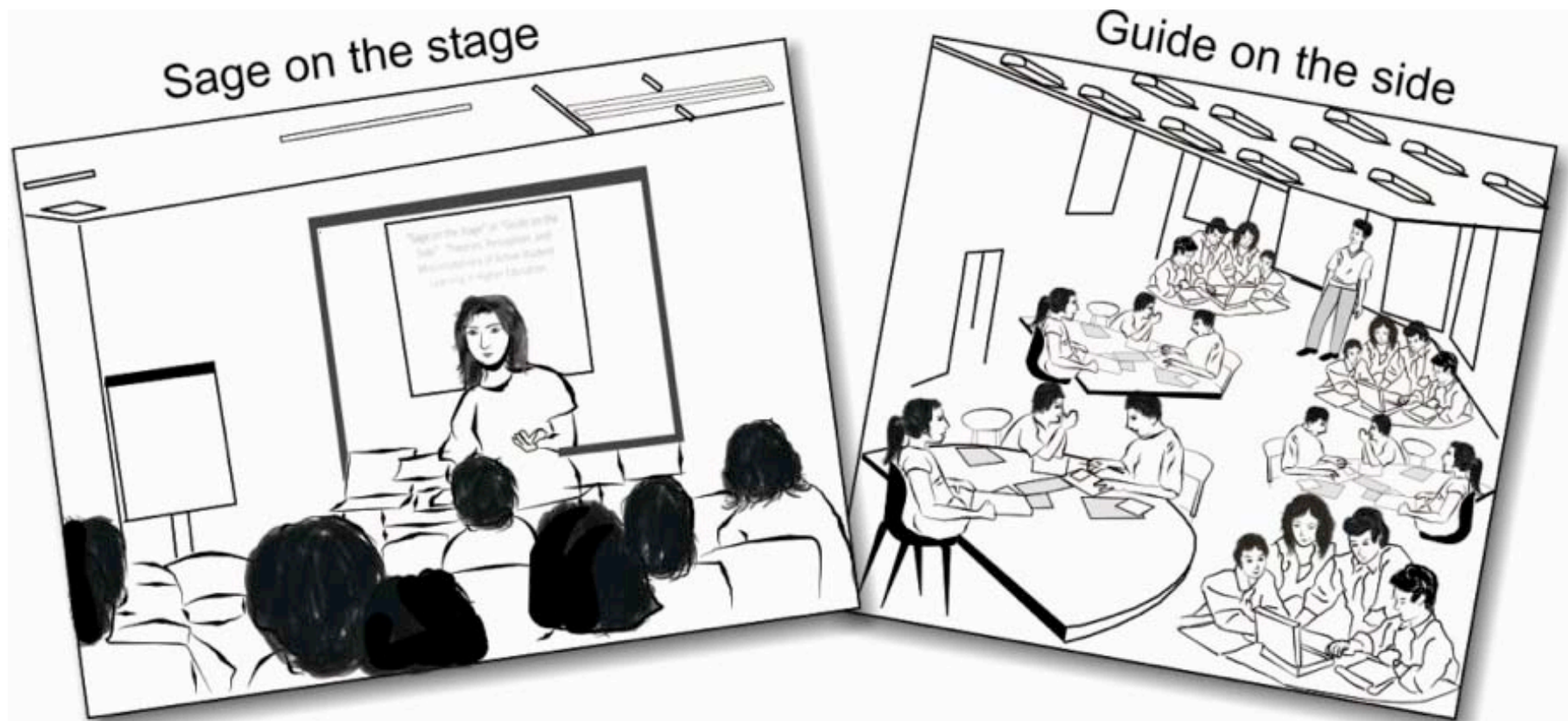


Congruency

While tests must be reliable and valid, tests should also be based on the expectations of the student after he or she exits the *[classroom]*.

Testing Philosophy

Testing facilitates student progress.



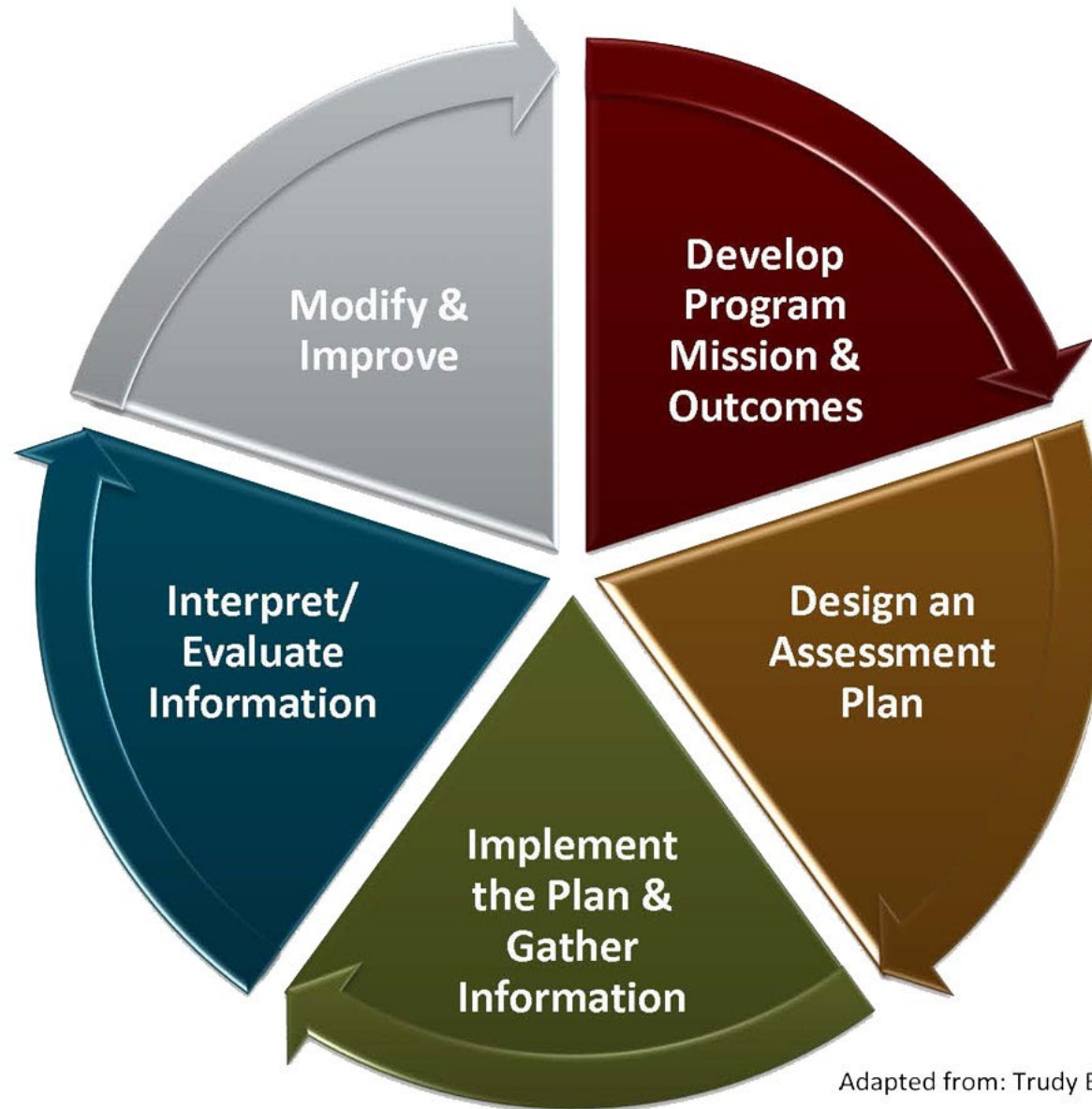
Your Testing Philosophy

What is your testing philosophy?

Assumptions #3

Assessment is different from Evaluation.

The Assessment Process



Adapted from: Trudy Banta, IUPUI

Mid-course Feedback Form

Please complete each of the following statements.

This course has been . . .

The most interesting part of this course has been . . .

The least interesting part of
this course has been . . .

I wish we had . . .

I learned . . .

Mid-course feedback

- a. This course has been . . .
- b. The most interesting part of this course has been . . .
- c. The least interesting part of this course has been . . .
- d. I wish we had . . .
- e. I learned . . .

Evaluation



Evaluation Concepts

1. Evaluation is an ongoing process
2. Evaluation judges the quality
3. Multiple forms of evaluation should be used
4. Process
 - a. Determine evaluation criteria
 - b. Match desired outcomes with the appropriate evaluation tools
 - c. Conduct evaluations

Participant Task

1. Review handout: “*Types of Evaluation*”
2. Identify 1 evaluation type of you used recently; and explain
 - a. When you used it
 - b. What it showed
 - c. Why it was useful
3. Identify another evaluation type you might use in the future; and explain
 - a. When you would use it
 - b. What you expect the results to show
 - c. Why it will be useful



Types of Evaluation

BASIS FOR COMPARISON	ASSESSMENT	EVALUATION
Meaning	Assessment is a process of collecting, reviewing and using data, for the purpose of improvement in the current performance.	Evaluation is described as an act of passing judgement on the basis of set of standards.
Nature	Diagnostic	Judgmental
What it does?	Provides feedback on performance and areas of improvement.	Determines the extent to which objectives are achieved.
Purpose	Formative	Summative
Orientation	Process Oriented	Product Oriented
Feedback	Based on observation and positive & negative points.	Based on the level of quality as per set standard.
Relationship between parties	Reflective	Prescriptive
Criteria	Set by both the parties jointly.	Set by the evaluator.
Measurement Standards	Absolute	Comparative

Source <https://keydifferences.com/difference-between-assessment-and-evaluation.html#ComparisonChart>

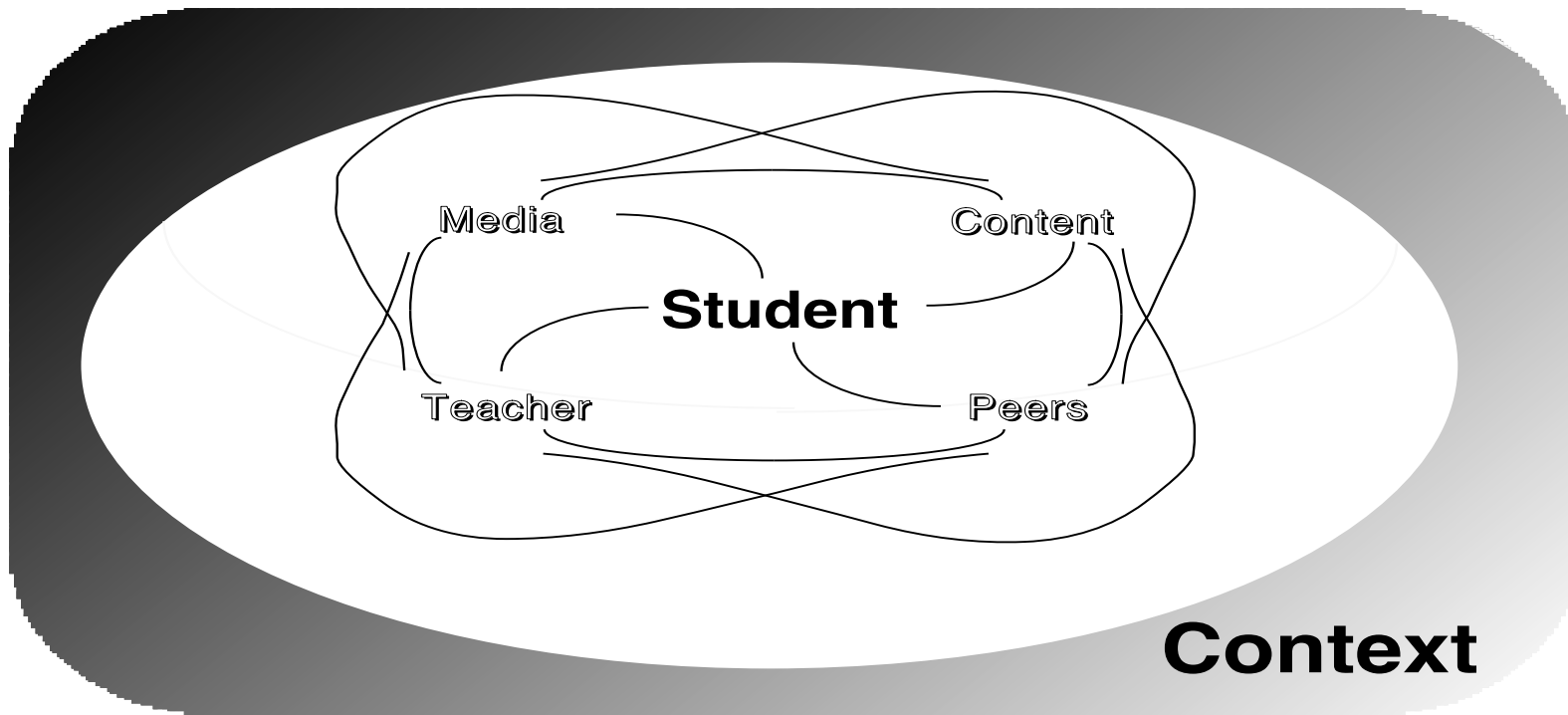
Closure

1. Assessment

- a. Process of appraising something or someone in order to determine its current status
- b. Conducted to identify the level of performance of an individual

2. Evaluation

- a. Judges the performance of someone or something, typically as compared to an external value
- b. Performed to determine the degree to which expectations are achieved



Open Forum